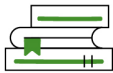


NATIONAL IDENTITY MARK School Evaluation Report

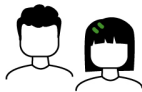
AY 2024/25

Al Basma British School

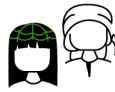
School information



Curriculum



Total no. of Students



% of Emirati Students

British

1958

44.59

National Identity Mark Overall Rating

GOOD



Rating per Domain:

1. Culture

GOOD



2. Values

ACCEPTABLE



3. Citizenship

GOOD



Top recommendations for improvement:

- * Modify the curriculum to fully integrate elements of the Arabic language and UAE history, along with UAE values such as respect, compassion, and volunteering, across all grades and subjects.
- * Collaborate with various external organizations to engage students in compassionate activities and volunteering opportunities across cycles.
- * Offer opportunities for students to enhance their cross-cultural and global understanding, expanding their awareness of global challenges and their local and global impacts.
- * Expand students' knowledge and understanding of the current leadership and the late Sheikh Zayed's achievements and contributions in different fields.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement

GOOD



Elements :

1.1 Arabic language

GOOD



1.2 History

ACCEPTABLE



1.3 Heritage

GOOD



1. The curriculum mapping attempts to incorporate elements of the Arabic language and UAE history, and it is modified to include elements of UAE heritage across subjects and grades.
2. Teachers of Arabic-medium subjects consistently use standard Arabic during lessons and when interacting with students.
3. The school often provides students with a range of meaningful opportunities that promote the use of the Arabic language, including Arabic Month, internal competitions, and the Arabic Support Program.
4. School leaders establish inconsistent collaborations with external organizations to enhance and expand students' Arabic language skills, participating in the reading challenge and visiting Al Bahia Library.
5. The school often provides learning experiences about UAE history and Islamic civilization through assemblies and competitions.
6. Students across most cycles demonstrate a basic knowledge of the achievements of significant figures that shaped the UAE.
7. Students' understanding of the meaning and significance of the UAE national anthem is limited.
8. Students across most cycles demonstrate a solid understanding of the symbolism behind the colors of the UAE flag.
9. School leaders collaborate with some external organizations to engage students in UAE history experiences. School leaders collaborate with external organizations to engage students in a range of meaningful UAE heritage focused experiences.
10. There is a range of learning resources available, including books in the library, to educate and engage students on the heritage of the UAE. There are some available learning resources to engage students on UAE history.
11. The school often provides students with meaningful opportunities that develop their understanding of the UAE's heritage and traditions through extracurricular activities such as the "Sanaa' program" and PE lessons on traditional sports. Therefore, students in some cycles demonstrate solid knowledge of the UAE's heritage.
12. The school environment is purposefully designed and organized to showcase and highlight the various aspects of UAE heritage by displaying art pieces and traditional setting areas. This is inconsistent with the secondary section.
13. The school celebrates UAE national and cultural events that are meaningful and authentic, including all members of the school community.

Noteworthy:

- * The school has designated every Friday as a cultural appreciation day, encouraging all students to wear the traditional dress of the UAE, promoting Emirati heritage among students.

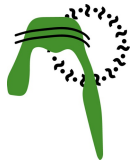
NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement

ACCEPTABLE





Elements :

2.1 Respect

GOOD



2.2 Compassion

ACCEPTABLE



2.3 Global Understanding

ACCEPTABLE



1. The curriculum modification includes attempts to incorporate UAE values of respect and compassion. The curriculum is modified to incorporate elements related to global understanding.

2. Students across all cycles communicate with an appropriate voice and tone and exemplify respect in their engagements and interactions.

3. All students participate in singing the national anthem daily, and all community members consistently demonstrate respect for the UAE flag.

4. The school occasionally provides students with opportunities to understand the current leadership and the late Sheikh Zayed's respectful interactions.

5. Students participate in a wide range of compassionate activities within the school and externally.

6. School leaders collaborate with some external organizations to provide students with opportunities to participate in compassionate activities.

7. Students across some cycles demonstrate basic knowledge of the current leadership and the late Sheikh Zayed's compassionate practices.

8. The school often provides students with meaningful opportunities to enhance their global understanding through assemblies and the International Day celebration.

9. School leaders collaborate with some external organizations and community members to develop students' knowledge and understanding of the UAE's efforts globally.

10. Students demonstrate a basic understanding of the UAE leader's international collaborations and contributions globally.

Noteworthy:

- *

The school implemented an “I Care Program” that trains students to support the well-being and mental health of their peers. As part of this initiative, selected students are designated as Well-being Ambassadors, playing an active role in fostering a caring and supportive school environment.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 3 CITIZENSHIP

Overall Judgement

GOOD



Elements :

3.1 Belonging

GOOD

3.2 Volunteering

ACCEPTABLE

3.3 Conservation

GOOD

1. The curriculum is modified to incorporate elements related to promoting students' sense of belonging towards the UAE and the UAE's role in the conservation field. The curriculum modification is unclear and unstructured, resulting in a fragmented and limited integration of volunteering and the UAE's role in this field across grades and subjects.

2. The school often engages students in opportunities to develop their active citizenship and their understanding of their responsibilities as UAE citizens through students' council duties and assisting primary teachers.

3. Students demonstrate solid awareness of Emirati personalities and their achievements across a range of fields.

4. The school environment is purposefully designed and organized to celebrate the achievements of the UAE and its citizens, including students' projects and displays.

5. Students demonstrate a basic understanding of charitable works in the UAE and recognize UAE-based organizations in charitable works.

6. School leaders collaborate inconsistently with external organizations to engage students in external volunteering opportunities.

7. The school occasionally provides opportunities for students to develop their understanding of the late Sheikh Zayed and the current leaders' humanitarian work and conservation efforts.

8. The school often provides students with meaningful opportunities to develop their understanding of conservation planting in school.

9. School leaders collaborate with a range of external organizations to provide conservation opportunities.

Noteworthy:

- *

Year 6 students participated in Oxford's Changemaker Challenge, collaborating on projects focused on building a sustainable future and creating workshops in school.